
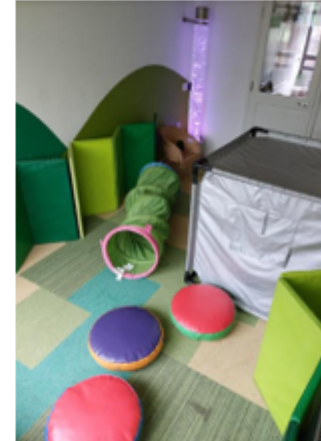


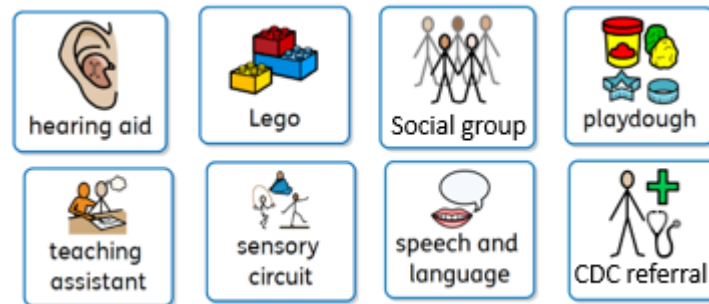
The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

SEND Information Report	The Firs Lower School will
<p><i>Mission Statement and values for The Firs Lower School</i></p> 	<p>Our Mission Statement...</p> <p style="text-align: center;"><i>'Working Together to Achieve our Best.'</i> Our School</p> <p>Values...</p> <p style="text-align: center;">This is what we want to CREATE for our school:</p> <hr/> <p>Caring and welcoming for everyone Responsibility to play our part in the team Engaging and communicating positively with the whole community Aspire to persevere and do our best Teaching that is fun and helps us learn Every child taking pride in their learning all their life</p>
<p><i>Our approach to teaching pupils with SEN</i></p>	<p>The Firs is an inclusive school community and we strive to provide high quality teaching and support throughout the school. Quality First Teaching provides a broad and balanced curriculum, along with adaptive teaching provision to motivate and meet the needs of our children. All children have access to Ordinarily Available Provision (OAP)</p>

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report



Some children may need additional and different provision based on their area of need.



Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where needed.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

	<p>Resources are allocated in consultation with the Head Teacher and the SENCO according to the needs of the child. The amount, type and frequency will depend on the needs of the individual child. Sometimes this will be done in class, either by the Class Teacher or teaching assistant. Sometimes the child may be taken out of class to work either in a 1:1 or in a small group. This work will usually be pre-teaching of an upcoming concept in class or post-teaching of a concept that has been taught that day or week that needs to be revisited to be consolidated. This will be working on reading, writing or maths concepts.</p> <p>Other Interventions provided are additional to classroom intervention.</p> <ul style="list-style-type: none"> • Nurture group and pastoral support – Hamish and Milo • Small group lunch clubs – Lego club, Dough disco • Speech and Language support • Reading intervention – Reading Rockets • Phonics interventions – RWI 1:1 support
<p><i>How does the school identify the particular special educational needs of a child or a young person?</i></p>	<p>It may be found that a child requires additional support through concerns raised by a parent / carer, by the child's teacher or by the child. Any concerns which a teacher has about a child in their class will be raised with parents/carers, for example if the child in any age related group is making limited progress in comparison with their peers, or if a change or concern with behaviour is noted. Parents can approach the child's teacher or SENCO at any time if they have any concerns.</p> <p>Parents are kept informed at each stage of the process. They will be invited to meet with the child's teacher, and depending on the need may meet with the SENCO, to participate in discussions regarding support planned for their child. Any advice or further assessments required can be discussed and reviewed.</p>
<p><i>What responsibilities do different adults in the school have for supporting SEND in the school?</i></p>	<p>The Special Educational Needs and Disability Coordinator (SENDCO)</p> <p>The SENDCO is Victoria Gamble and can be contacted via email victoria.gamble@firslower.org.</p> <p>They will:</p> <ul style="list-style-type: none"> • Work with the head teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school • Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care Plans (EHCP) • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching • Advise on the graduated approach to providing SEN support • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Be the point of contact for external agencies, especially the local authority and its support services

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher

The Head teacher, Adam Campbell will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

Teaching Assistants

Our team of teaching assistants are responsible for:

- Supporting children in accessing the curriculum and learning provision
- Working closely with class teachers to deliver and assess the impact of support

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

	<ul style="list-style-type: none"> • Delivering interventions e.g. Read Write Inc, pastoral groups, Lego therapy, Bucket time, speech and language groups, sensory circuits, handwriting interventions • Supporting children in meeting their specific targets identified in Pupil Support Plans and EHCPs • Ensuring they follow the SEN policy
<p><i>What are the areas of SEND need?</i></p>	<p>Our school currently provides additional and/or different provision for a range of needs. The Four areas of SEND need are -</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum condition, speech and language difficulties • Cognition and learning, for example, dyslexia, dyscalculia. • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and trauma needs • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
<p><i>How does the school work with parents / carers of a child or a young person with special educational needs?</i></p>	<p>All parents are invited and encouraged to contact the Class Teacher if they feel that their child has additional needs that require support. Further discussions may be needed with the SENDCo.</p> <p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil’s areas of strength and difficulty • We take into account the parents’ concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>Timeline for SEND reporting during the year</p> <p>Autumn term</p> <p>September New children to the school (Foundation stage/Nursery)– Home visits by class teacher and SENDCo. SEND meetings to identify need or share transition information. Co-production meeting or communication to share Autumn Term Pupil Support Plan</p> <p>October Parents evening to discuss progress</p> <p>December SEND review and Pupil Support Plans reviewed and shared by end of term</p>

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

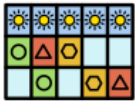
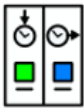


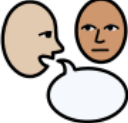







	<p>Spring term</p> <p>January Co-production meeting or communication to share Spring Term Pupil Support Plan</p> <p>March Parents evening to discuss progress</p> <p>April SEND review and Pupil Support Plans reviewed and shared by end of term</p> <p>Summer Term</p> <p>May Co-production meeting or communication to share Summer Term Pupil Support Plan</p> <p>June Option for parents meeting to discuss progress – Open evening to share the year’s achievements</p> <p>July Transition events to support cross phase transition and opportunities to meet the next class teacher Children in Year 4 have the opportunity to visit their next middle school and teachers and SENDCo meet with next school SENDCo, Year Leaders and Pastoral Lead to share information and support provision. Children joining the school – New Parents evening to meet the Leadership team, staff and SENDCo. SEND review and Pupil Support Plans reviewed and shared by end of term</p> <p>In addition, consultation with parents and carers can be achieved through:</p> <ul style="list-style-type: none">• Parents evenings• Regular interim reports and annual end of year report• Planning and review meetings to discuss the support your child is receiving and planning for next steps.• Regular home and school contact e.g. home/school book, telephone and email contact• Multi-agency meetings are held on site• Annual reviews are held for those pupils who have a statement of need or an Education and Health Care Plan.
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The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

What support is available for a child or a young person with special educational needs?

Class teachers ensure that the curriculum is accessible to all children. Reasonable adjustments are made in line with the SEND Code of Practice (2015).

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.


		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.










Children who require additional support be identified, assessed and monitored. If necessary, they will be offered an intervention programme to address their needs.

We have teaching assistants who are trained to deliver interventions such as Hamish and Milo pastoral support

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

	<p>Read Write Inc Lego therapy Lift off to language Speech and language interventions Numicon</p> <p>Teaching assistants will support pupils in small groups to deliver intervention as agreed by the Class Teacher and the SENDCO. Some teaching assistants will be deployed to support specific pupils in line with outcomes in an EHC plan.</p>
<p><i>How will the school know how well my child is progressing, and how will they inform parents / carers of this?</i></p>	<p>We will follow a graduated approach and the four-part cycle of assess, plan, do, review.</p>  <p>The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <p>The assessment will be reviewed regularly. This is usually between 6 to 8 weeks but can vary according to the needs of the pupil.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress</p>

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

	<p>Teachers regularly assess all pupils within their class, and target monitoring meetings are held between the head teacher and each class teacher termly. In addition, if a child has a special educational need, a One Page Pupil Profile and an Individual Pupil Support Plan will be completed by class teacher, supported by the SENDCo. These will form part of a SEND Support provision and will be shared with the parent and child.</p> <p>Parents are informed as to their child’s individual progress at termly meetings.</p> <p>If parents require any additional information they can contact the class teacher or SENDCO at any time.</p>						
<p><i>How do children contribute to their SEND provision?</i></p>	<p>Pupil’s views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table border="1" data-bbox="636 608 1525 879"> <tr> <td data-bbox="636 608 925 775">  </td> <td data-bbox="931 608 1220 775">  </td> <td data-bbox="1227 608 1525 775">  </td> </tr> <tr> <td data-bbox="636 780 925 879"> <p>Self-assess how they are doing</p> </td> <td data-bbox="931 780 1220 879"> <p>Attend meetings and help decide the support needed.</p> </td> <td data-bbox="1227 780 1525 879"> <p>Feedback and Review progress/interventions.</p> </td> </tr> </table>				<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>
							
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<p><i>What training is given to staff on Special Educational Needs Does the school have any specialist training?</i></p>	<p>Regular training is provided for all staff to ensure that all have the relevant qualifications to cater for a range of special educational needs within the classroom. Recently this has included Restorative and Relational behaviour training, Read write inc. Intervention, Attachment and Trauma Informed approaches, Speech and Language training, Communication Champions Training, The Zones of Regulation and Developing Writing.</p> <p>The SENDCo, Victoria Gamble, has a Masters degree in Inclusion and Educational Leadership and has completed the NPQ in SEND qualification.</p>						

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

<p><i>How accessible is the school to a child or a young person with special educational needs?</i></p>	<p>Please see our school accessibility policy and plan. At The Firs we pride ourselves on adapting provision to suit the individual needs of each child. Where additional support is necessary, we will attempt to provide resources or intervention to meet that need.</p> <p>We will ensure that reasonable adaptations are made to ensure pupils have:</p> <ul style="list-style-type: none"> • Increased access to the curriculum • The physical environment meets needs • Information is accessible to the needs of learners and their families. <p>If a pupil requires additional equipment to support them in school this can be discussed with the class teacher or SENDCO.</p>
<p><i>How does the school involve other agencies and organisations to support children and their families?</i></p>	<p>We work with the following agencies to provide support for pupils with SEN:</p> <ul style="list-style-type: none"> • Specialists in other schools e.g. special schools. • Social, emotional and Mental Health Support Service – Jigsaw Behaviour support, MEST, Child & Adolescent Mental Health Service CAMHs, CHUMS • Autism Outreach Team • Hearing Impairment team • Visual Impairment team • Educational Psychologist Service • Educational Welfare Officers • Physical and Disability Support Service • Social Services • School Nurse • Speech and Language Therapy • Occupational Therapy • Alternative Provision Providers – Stable and Wild • Early Help Team <p>In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to</p>

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

	the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.
<i>How does the school ensure that a child or a young person with special educational needs is included in all activities at school, after school clubs and on school trips?</i>	The Firs Lower School ensures that it is an inclusive school to all pupils. All activities are 'Risk Assessed', and our staff take great care when choosing trips to ensure that they are inclusive to all pupils. Where a pupil has specific difficulties a meeting will be held between the parents, class teacher and SENCO/Head teacher to review the difficulties, assess the risks and take actions to ensure inclusion.
<i>What are the arrangements for Looked After Children?</i>	The designated teacher responsible for Looked After Children and previously Looked After Children is Victoria Gamble. The designated teacher will be the central point of contact within the school to ensure the child's personal, emotional and academic needs are prioritised and enacted through their PEP. Any additional provision needed, liaison with Local Authorities, communication with parents, carers or guardians, social care, Virtual School and other professional agencies and meetings will be facilitated by the designated teacher following DfE guidance.
<i>Transition Arrangements How does the school support children when joining the school and transferring to a new school?</i>	<p>We will share information with the school, or other setting the pupil is moving to. The school offers good transition plans from home to nursery, nursery to reception, KS1 to KS2 and KS2 to a variety of local middle schools.</p> <p>Nursery to reception All pupils joining the school in nursery or reception will have the opportunity for a home visit or meeting at school. They will also have stay and play sessions in the term before they start.</p> <p>End of year transition All pupils in the school will have a transition session with their new class and teacher in the summer term. In addition to this pupils moving from reception to year 1 will have at least two extra sessions. Pupils who will benefit from additional transition will be offered additional sessions with their new teacher. These are often small group sessions to build relationships. Transition booklets with photos of any key information are also given to all pupils and fuller personalised transition booklets will be prepared for children with SEND. This will include pictures of new staff, rooms and doors. We also write social stories with pupils if transition is potentially going to be difficult.</p> <p>Year 4 to middle school</p>

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

	<p>Pupils in year 4 will be invited to transition session in their new middle school. This includes a two-day transition programme and small group taster sessions for a variety of different needs. These additional sessions focus on building friendships, meeting new teachers and support staff, increasing confidence and self-esteem and getting to know the general layout and day-to-day experiences of the school. Parent/Carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</p> <p>Transition for children with EHCPs The annual review in Y3 for pupils with an EHCP begins the process where parents are supported to make decisions regarding middle school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.</p> <p>Transition to another school For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.</p> <p>The SENDCO is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately.</p>
<p><i>Funding</i> <i>How is funding for SEND allocated?</i></p>	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:</p> <ul style="list-style-type: none"> • A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit. • The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND. • The Pupil Premium funding provides additional funding for pupils who are/were claiming Free School meals, who are in the care of the local authority or whose parents are in the Armed Services. <p>For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.</p>

The Firs Lower School – Special Educational Needs and Disabilities (SEND)
Information Report

<p><i>Who can I contact if I have any questions?</i></p> <p><i>Where can I find additional information?</i></p>	<p>Your first point of contact is your child’s class teacher. For additional questions you can contact Ms Victoria Gamble – Special Educational Needs and Disabilities Coordinator Victoria.gamble@firslower.org Mr Adam Campbell – Head teacher adam.campbell@firslower.org</p> <p>Information can be found on the school website under the ‘Additional support arrangements’ page. Parent Forums are arranged at various points during the year, and details are sent out through the school newsletter. The SEND Policy is also available on the school website.</p>
<p><i>What is the complaints procedure?</i></p>	<p>Your first point of contact is your child’s class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher, Kerry Mercer or the SENDCo, Victoria Gamble. If they cannot solve your issue, then an appointment can be made to speak to the Head teacher, Adam Campbell.</p> <p>If you are not happy with the response, then you may contact the governors through the school office. Sarah Walker – Chair of Governors Sarah Walker – SEND Governor</p>
<p><i>What governor involvement is there and what is their responsibility?</i></p>	<p>The SENCO reports to the head teacher and governing body every term to inform them of the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times. Mrs Sarah Walker is our link governor responsible for SEND. The link governor meets regularly with the SENDCO and also reports to the governing body.</p>
<p><i>Further information for families and practitioners</i></p>	<p>For further information please visit Central Bedfordshire’s website via the link below which gives details of the local authorities SEND LOCAL OFFER along with a directory of services. www.centralbedfordshire.gov.uk</p>